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ABSTRACT

The Nicholls Teacher Education Program (NTEP) Evaluation Project is a broad-based heuristic model for assessing both the products and processes of the teacher education program at Nicholls State University in Louisiana. The scope of the evaluation model includes three areas. Area I focuses on evaluating undergraduates within the program. Area II is concerned with assessing the program's graduates after they have taught for a year. The third area focuses on content and objectives of the teacher education program. This report describes the NTEP Evaluation Project in detail, and also presents results obtained from evaluations to date. Also discussed are changes taking place as a result of evaluation data. Limitations of the evaluation model are considered. (CB)

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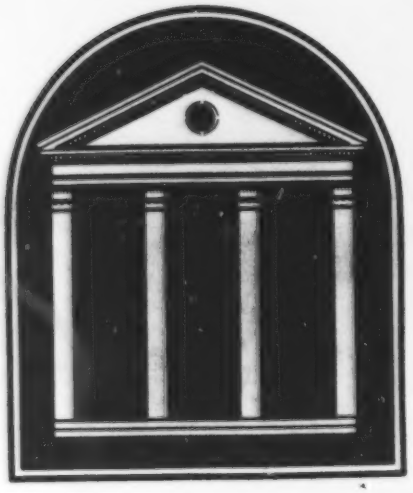

NICHOLLS TEACHER EDUCATION PROGRAM EVALUATION PROJECT (NTEP)

Evaluation Model

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Presentation to BTSCU Academic Affairs Committee
November 9, 1984

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NICHOLLS TEACHER EVALUATION PROJECT: A PRODUCT/PROCESS MODEL

Introduction and Background

The Nicholls Teacher Evaluation Project (NTEP) was initiated by College of Education faculty in 1980. Need for the project was precipitated by growing faculty awareness of changing expectations by various accreditation associations. The Southern Association of Colleges and Schools (SACS) and the National Council for Accreditation of Teacher Education (NCATE) began to consider and/or include changes in their respective accreditation processes and standards. For example, in 1979, NCATE, as a part of the teacher education program accreditation process, included Standard 6.1 that stated:

> The institution keeps abreast of the emerging evaluation techniques and engages in systematic efforts to evaluate the quality of its graduates upon completion of their programs and study and after they enter the teaching profession. This evaluation includes evidence of their performance in relation to program objectives.

The Southern Association of Colleges and Schools, Commission on Colleges, also began to consider modification of accreditation standards during the early 1980s. A portion of these changes, although not formally adopted by the Commission on Colleges, did reflect an increased emphasis concerning "outcomes assessment." More recently several external agencies and groups have expressed concern for improving both the "process" and "product" of teacher education programs. (Feistritzer, 1983).

SCOPE CHART

SUMMARY OF AREAS, SOURCES, INSTRUMENTATION AND USE OF DATA

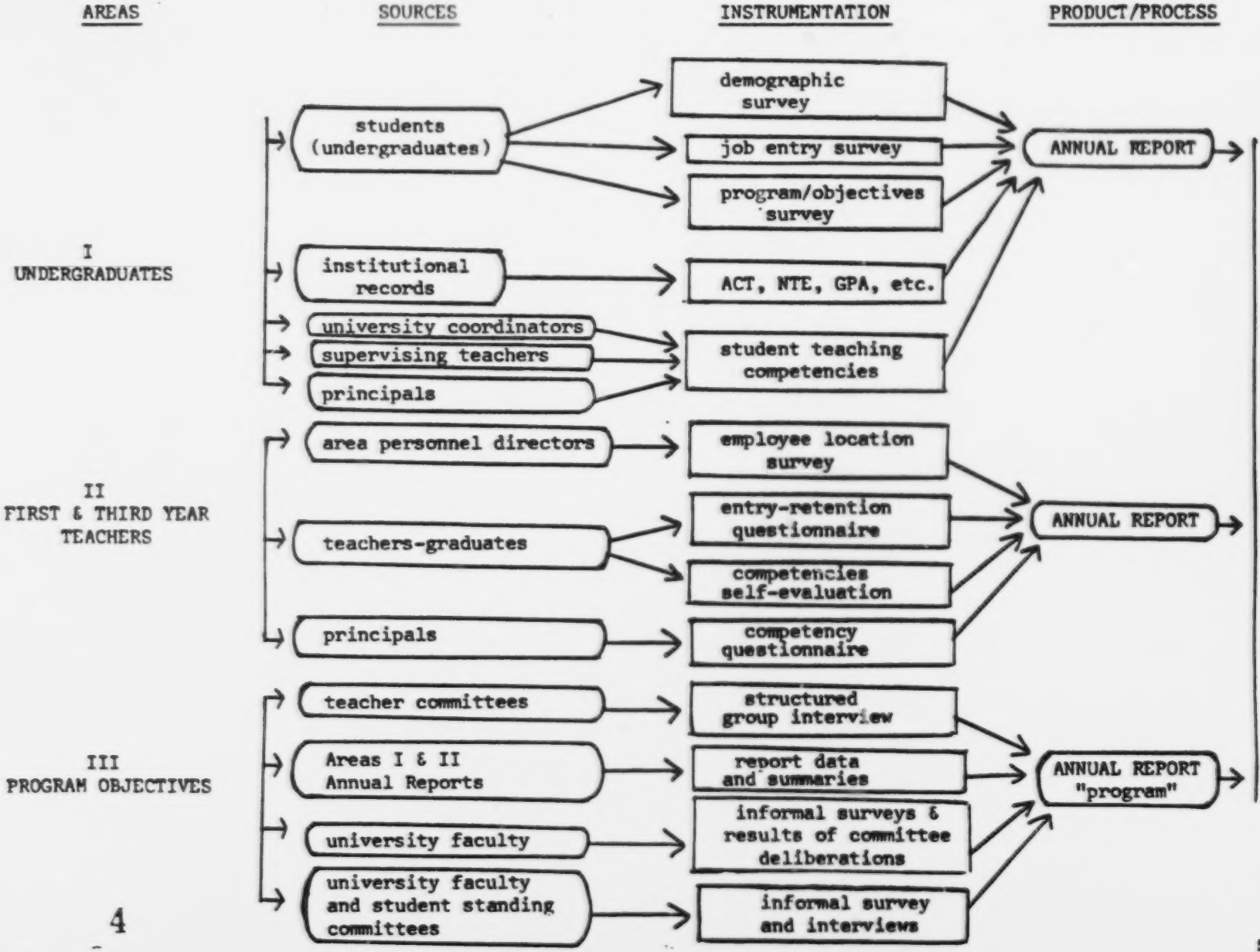


Figure 1
NTEP PROJECT MODEL

The NTEP Project Model

The NTEP evaluation model was designed to accomplish two tasks. The first task was to assess the "product" of the teacher education program (graduates). The second task was to provide a means/vehicle for assessing the teacher education curriculum and making rational recommendations for needed program modification. This model was heuristic in nature and considered a broad range of topics to be relevant. It was not designed to consider assessment in terms of cost effectiveness/cost benefits.

The scope of the model included three (3) areas (see Figure 1). They were as follows:

I. Undergraduates Within the Program

II. First and Third-Year Teachers

III. Program Content and Objectives (NTEP Annual Report, 1980-81).

Within Area I, there were three (3) questions posed:

1. What are the characteristics of students entering the program? More specifically,

   a. What are the demographic characteristics of students entering the teacher education program? and,
   b. What are the academic characteristics of students entering the program?

2. What are the characteristics of students completing the program? More specifically,

   a. What are the demographic characteristics of students exiting the program? and,
   b. What are the academic characteristics of students exiting the program? and,
   c. What degree of teaching skills (competencies) do graduates exhibit (strengths vs. needs)?

3. What are the program component strengths and needs as perceived by students?

The second area (Area II) focused on attempting to assess the graduates of the teacher education program (follow-up) within the "on-the-job-setting". There were two questions posed:

1. What levels of professional competency do first year teachers exhibit? More specifically,
   a. How competent do these teachers perceive themselves to be?
   b. How competent do these teachers' immediate supervisors (school principal) perceive them to be?
2. How effective, as perceived by graduates (after one year), is the teacher education program?

The third and final area (Area III), program content/objectives, was established to provide a vehicle for:

1. reviewing the results of Area I and Area II's data;
2. attempting to establish a higher degree of content validity within the teacher education program's curriculum;
3. making recommendations for curriculum/program modification and adjustment.

Evaluation/Assessment Results

A brief review of the NTEP project's results is presented below. It should be kept in mind that some aspects of the project are currently being modified andportions of the results are inconclusive/and/incomplete. The summary, however, does provide the reader with some of the more salient findings and more importantly precipitates further questions that surface as the project proceeds.

Table 1
ENTERING STUDENT
DEMOGRAPHIC PROFILE
FALL SEMESTERS 1980-83

Year	Population	Sex %		Ethnic Group %					Age Group %				%	Community %				Hi. School %			Employed
		M	F	Ind.	B	MA	O	W	15-20	21-24	25-30	30+	Married	Rural	Town	Sub	Metro	Sml	Med	Lrg	%
1980	68	16	84	1	4	0	1	95	69	22	6	3	21	20	37	30	14	16	68	16	40
1981	84	15	85	0	4	0	0	96	74	10	3	13	19	18	54	19	9	23	61	16	45
1982	79	10	90	0	4	0	0	96	72	16	3	9	28	27	35	29	10	21	72	7	42
1983	73	18	82	0	4	0	0	96	63	23	6	8	15	23	60	12	5	41	42	17	53

EXITING STUDENT
DEMOGRAPHIC PROFILE
FALL SEMESTERS 1980-83

Year	Population	Sex %		Ethnic Group %					Age Group %				%	Community %				Hi. School %			Employed
		M	F	Ind.	B	MA	O	W	15-20	21-24	25-30	30+	Married	Rural	Town	Sub	Metro	Sml	Med	Lrg	%
1980																					
1981																					
1982	66	9	91	0	6	0	0	94	2	76	12	10	42	20	45	31	5	23	57	19	26
1983	51	6	94	0	6	0	0	94	6	65	16	14	53	66	33	0	0	23	76	0	15

AREA I

1. What are the demographic characteristics of students entering the program as compared with those exiting the program?

Eight out of ten students entering the teacher education program are female; three out of four are 18-20 years of age and over 20% are married. Nine out of ten are white. Over 40% are employed either part-time or full-time.

Upon completion of the program, nine out of ten graduates are female; three out of four are 20-24 years of age and 40% are married. Nine out of ten are white. Twenty percent of the graduating students are employed either part-time or full-time. (See Table 1)

2. What are the academic characteristics of students entering as compared with those exiting the program?

For the past three years, the average ACT score for potential students indicating an interest in becoming a teacher and considering Nicholls was 14.4. The average ACT score for students enrolling at Nicholls was 15.2 while the average ACT score for students actually enrolling in the teacher education program was 17.9. (See Table 2)

At this time, ACT data is still being compiled concerning students graduating from the teacher education program at Nicholls.

Table 2

ACT DATA

High School Students Indicating Teacher Education As Career Preference As Compared To Those Entering Nicholls and Actually Entering NTEP
1981-1983

YEAR	INTERESTED IN EDUCATION	ENTERING N S U	ENTERING NTEP
1981	13.7	15.4	
1982	14.7	15.1	17.4
1983	14.9	15.2	18.4
AVERAGE	14.4	15.2	17.9

3. What percentage of graduating students are passing the National Teachers Examination (NTE)?

For the past two years (1981-82) the passing rate on the NTE was 66.5%. The Spring 1983 rate was 84.9%. The Fall 1984 data were not available. (See Table 3)

Table 3

Students Graduating, Completing and Passing NTE Examination
*Spring 1981 - Spring 1983

Semester	Year	Graduating	Took	Passed	%Passed	
SPRING	1981	60	60	41	68.3	1981
FALL	1981	55	48	31	64.5	66.6
SPRING	1982	74	71	46	64.7	1982
FALL	1982	61	47	30	63.8	64.4
SPRING	1983	61	53	45	84.9	

*Excludes Summer NTE Scores for Students

4. What are the average scores, by area, for students taking the NTE?

Beginning in 1983, the National Teachers Examination (new format) began reporting scores in four areas: communication skills, general knowledge, professional knowledge, and specialty area. NO trends are discernable at this time, but systematic monitoring and analysis will continue. (See Table 4)

Table 4

NTE AVERAGES BY AREA
FOR 1983-84

ELEMENTARY

YEAR	COMMUNICATION SKILLS	GENERAL KNOWLEDGE	PROFESSIONAL KNOWLEDGE	AREA
SP.83	657.142	654.929	656.071	608.333
FA.83	603.154	653.731	655.423	590.000
SP.84	658.065	634.267	656.167	621.111

SECONDARY

YEAR	COMMUNICATION SKILLS	GENERAL KNOWLEDGE	PROFESSIONAL KNOWLEDGE
SP.83	658.875	651.500	651.500
FA.83	660.091	658.545	655.091
SP.84	661.050	659.667	656.450

5. What are the program component strengths and needs as perceived by students?

Initial survey results from exiting students provides inconclusive results concerning the perceived effectiveness of the overall program (counseling services, instructional programs, and field experiences). Audio visual preparation (#5) and working with special education (#8) children will receive close monitoring. (See Table 5)

Table 5

PROGRAM STRENGTHS/NEEDS AS PERCEIVED
BY EXITING STUDENTS 1982-83

(5=excellent; 1=unsatisfactory)

1982		1983	
COUNSELING		COUNSELING	
1. In College	3.6	1. In College	4.0
2. Outside College	3.1	2. Outside College	3.8
3. Vocational/Academic	3.2	3. Vocational/Academic	3.4
4. Personal Counseling	3.3	4. Personal Counseling	3.5
INSTRUCTIONAL PROGRAM		INSTRUCTIONAL PROGRAM	
5. A/V Preparation	2.8	5. A/V Preparation	3.2
6. Methods Preparation	3.1	6. Methods Preparation	3.5
7. Reading Instruction	3.6	7. Reading Instruction	4.1
8. Special Ed	2.9	8. Special Ed	3.1
9. Academic Preparation	3.2	9. Academic Preparation	3.6
10. LRC	3.6	10. LRC	3.8
11. Equipment/Facilities	3.4	11. Equipment/Facilities	3.9
12. Child Growth/Development	3.5	12. Child Growth/Development	3.6
13. Teaching Skills	3.3	13. Teaching Skills	3.7
14. Child Behavior	3.1	14. Child Behavior	3.7
15. Ed. Culturally Differ.	3.3	15. Ed. Culturally Differ.	3.3
16. Philosophy of Ed.	3.3	16. Philosophy of Ed.	3.4
17. History/Ethics in Ed.	3.4	17. History/Ethics in Ed.	3.3
18. Attitudes/Values	3.6	18. Attitudes/Values	3.7
19. Evaluating Students	3.6	19. Evaluating Students	3.6
FIELD EXPERIENCES	3.4	FIELD EXPERIENCES	3.6

Area II (follow-up of graduates) was concerned with assessment of the program's graduates after they had taught one year. This information was based on survey data derived from two sources: (1) self-perceptions of graduates and (2) supervisors' (principals) perceptions of these graduates.

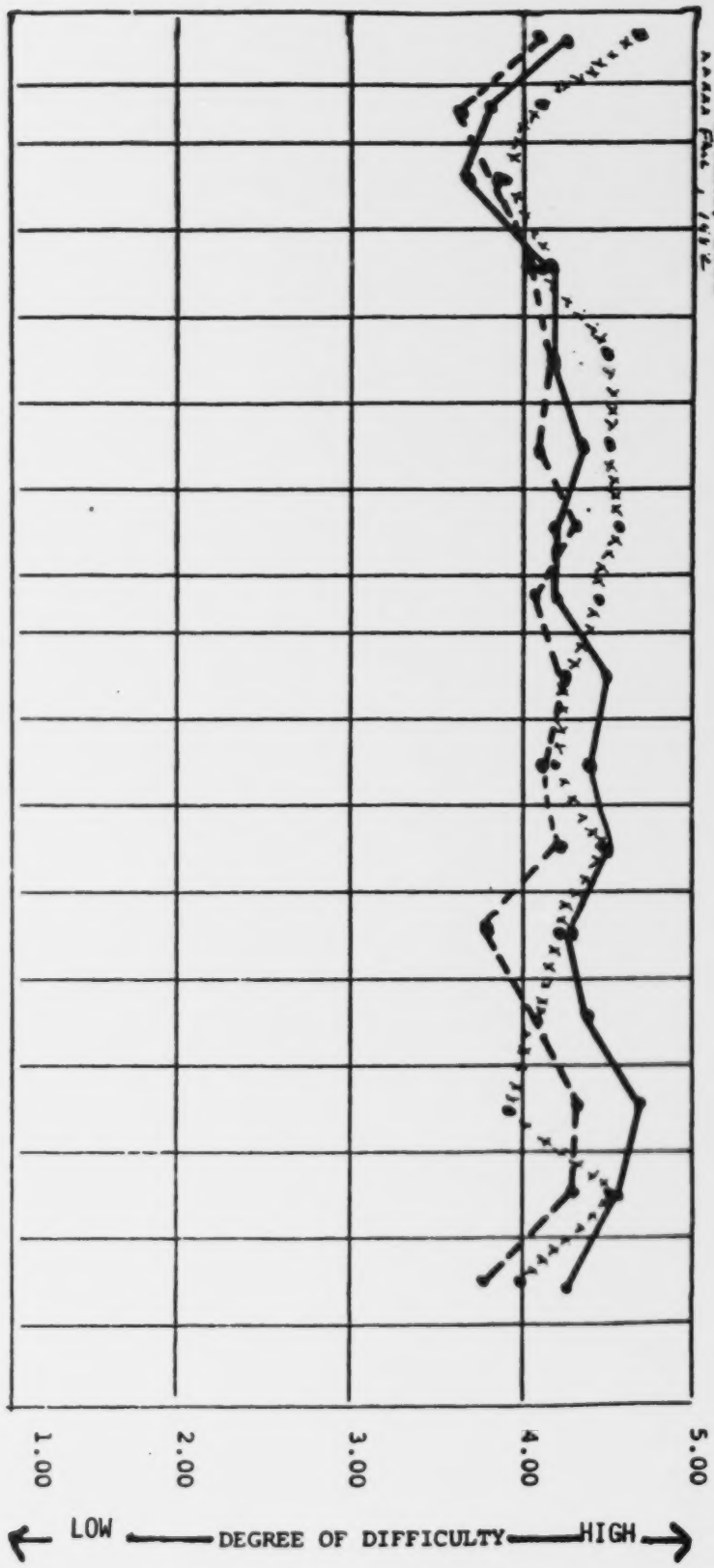
1. What degree of teaching skill (competencies) do graduates exhibit?

Tentative results appear to be very encouraging. Teachers perceived their instructional skills to be high (see Table 6). There were some skills perceived to be less developed than others. These include "discipline" and "individualizing instruction". Principals also rated teachers relatively high (see Table 7) in most areas. Some areas such as "assessing student learning levels", "use of diagnostic tests" and "teaching reading" received lower ratings when compared with the other seventeen areas.

AREA III. The last major NTEP Evaluation model component focused on: (1) "process" evaluation and was primarily concerned with receiving and reviewing areas 1 and 2 data "product" results; (2) attempting to establish a higher degree of program content validity (review of entrance requirements, advising, course syllabi, content sequence, and program goals); and (3) making recommendations for program/curriculum changes. These recommendations were made in terms of an "annual report" to the Dean of the College of Education and distributed to all College of Education faculty.

Table 6

1. Routine Management
2. Discipline
3. Individualizing Instruction
4. Using Variety of Activities
5. Presenting Subject Matter
6. Evaluating Student Progress
7. Writing Objectives
8. Motivation
9. Use of Correct Grammar
10. Applying Questioning Skills
11. Exhibiting Positive Behaviors
12. Anticipating Problems
13. Use of Instructional Media
14. Constructing Teacher Made Tests
15. Preparing Units of Work/Daily Plans
16. Teaching Culturally Different Children



TEACHER SELF-EVALUATION SURVEY

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Table 7

PRINCIPALS' EVALUATION
OF FIRST-YEAR TEACHING SKILLS
Fall 1981-1982

(1=Low; 6=High)

SKILL FACTOR	1981	1982
1. Assessing Student Level	*NA	4.5
2. Formulating Objectives	5.1	4.7
3. Planning Activities	NA	5.1
4. Use of Teaching Materials	NA	5.1
5. Use of Teaching Aids	NA	4.8
6. Preparation of Lesson Plans	NA	4.8
7. Design of Teacher Made Tests	NA	4.6
8. Use of Diagnostic Tests	NA	4.4
9. Records of Achievement	NA	4.9
10. Presentation of Subj.Matter	NA	5.3
11. Managing Time	NA	4.9
12. Discipline	4.6	5.0
13. Providing for Environment	NA	4.8
14. Classroom Maintenance	NA	5.0
15. Individualizing Instruction	5.7	4.6
16. Working with Small Groups	NA	4.8
17. Use of A/V	NA	4.7
18. Teaching Reading	NA	4.4
19. Questioning Skills	NA	4.7
20. Complete Tasks on Time	NA	4.9

*NA = Principals' form was being field tested and some items have been subsequently omitted.

There have been two annual reports since the implementation of the project. The 1982-83 report is currently being assimalated.

A review of these reports indicates a number of changes that have been made or are in the process of being implemented.

1. Program goals have been revised and will be reflected in the 1984-85 University Bulletin (see Appendix 1)
2. There is an increased awareness of the need to encourage and recruit more cultural minorities and males.
3. Several "in-house" curriculum changes are being made or considered (more emphasis on testing skills, audio visuals, and computer literacy for teachers).
4. Modification of the current "professional block" course arrangement is underway.
5. Consideration is being given to pre-testing some students prior to entry into certain methods courses.
6. A system for needed institutional data is being developed.
7. The need to revise, refine and attempt to validate outcomes/ measures is becoming a priority.

Summary and Recommendations

The NTEP Evaluation Project Model is a broad-based model for assessing both the product and processes of the teacher education program at Nicholls State University. The model does respond to the "product/outcomes assessment" requirements of most accreditation associations, attempts to provide a vehicle for rational change, and attempts to involve the entire college faculty.

A number of changes have resulted from the project and other recommendations are being considered. Some of the general results were summarized in this paper.

There are several limitations and internal weaknesses in any "product/ outcomes assessment" model. This one is no exception. The model is somewhat incomplete in some aspects and there are components requiring

refinement, and perhaps deletion. A few salient problem areas include:

1. developing a more systematic means for securing and analyzing instructional data (ACT, GPA, and NTE data);
2. refining, validating, and improving the internal consistency of various instruments;
3. more use of direct observation and interview techniques; less reliance on survey techniques;
4. refining and attempting to validate and improve the reliability of the follow-up of graduates;
5. refining and streamlining the processes for analysis of data and recommendations for program change and improvement;
6. providing more involvement and participation from groups outside the college (both from college instructors in the arts/sciences and from teachers/supervisors in the field).

There are several critical restraints in developing and and implementing "outcomes assessment". The first encountered restraint falls within the realm of supportive resources, administrative commitment, and creating a climate of faculty involvement/ownership in the project (Ayers, 1982). Too often it is viewed as of short-term duration and something that momentarily distracts from the normal workday and not part of the job/role. Second, the model is very difficult to implement while curriculum components are being modified by external agencies' mandates. For those involved in such programs it has been compared to "trying to saddle a horse while its running" because critical components within a curriculum often cannot be stabilized long enough to evaluate their impact or results.

Finally, and perhaps the most perplexing, is the complexity of perceived goals/outcomes in higher education in general, and teacher education in particular. There is often conflicting views among the many "publics" concerning what is a well-educated, competent teacher.

Finally, in closing, Mark Twain must have been talking about product/outcomes assessment when he said: "Get your facts first, then you can distort them as much as you please."

APPENDIX 1

Recommended Revision of Objectives of the College of Education Program as stated in the 1981-82 N.S.U. Bulletin, p. 101.

The College of Education prepares teachers, resource and support personnel, and administrators for education service. Although the College's programs focus on the needs of persons interested in the traditional elementary and secondary school environments, they also foster the development of innovative concepts together with the preparation of individuals for all areas of education covering the life span from pre-school through the adult years in both the public and private sectors of society. The programs are designed to meet the broad needs of all persons who seek the knowledge and skills necessary to provide for effective learning and teaching as well as the needs of experienced teachers who wish to extend and enrich their education. In addition to programs of study leading to its degrees, the College offers credit and non-credit workshops designed specifically to meet the unique needs of area school systems.

Programs of study in education for teaching are based upon the assumption that every teacher should have a broad general education, mastery of the content of instruction, and professional competencies. The relative emphasis placed upon each of these aspects of the total education for teaching varies in accordance with the purposes of each program.

Besides insuring a broad general education and sound professional background and competence, the curricula offered provide for valuable foundational education in psychology, library work, and the area of Special Education.

Graduates in the teacher education program at Nicholls State University are expected to:

1. have a strong subject matter preparation;
2. demonstrate proficiency in communication skills;
3. have a knowledge of the theories of human development and the learning process;
4. demonstrate knowledge and understanding of children and adolescents;
5. demonstrate knowledge and application of teaching strategies and methodologies;
6. understand the professional obligations of a teacher; and
7. demonstrate in field experiences positive attitudes toward and interests in teaching and working with children.

The College of Education works closely with local and state groups to foster better teaching and higher professional standards.

The College of Education has earned full status accreditation from the National Council for Accreditation of Teacher Education.

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